

~~ADMINISTRATIVE - INTERNAL USE ONLY~~

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PERSONNEL DEVELOPMENT PROGRAM (PDP)

Purposes of PDP

Improve succession and leadership planning by estimating turnover in senior positions and identifying and developing prospective candidates.

Stimulate the systematic personal development of individual employees in accordance with management's assessment of personal needs and to the extent feasible with the expressed interest of employees.

Increase the participation of Deputy Directors in the process of executive and personal development.

Conform to requirements of the Federal Guidelines for Executive Development by estimating turnover in executive positions; identifying and developing potential replacements; increasing their versatility by exposure to different kinds of experiences; and effectively utilizing training resources for personal development.

Process I. Development of Executives and Pre-Executives

<u>Products</u>	<u>Procedures</u>	<u>Suggested Scheduling</u>
EYES ONLY Executive Candidates Roster (EXEC) and Executive Developmental Training and Assignment Requirements List	Each career service to complete review of officers in the Grades GS-15 through GS-17 expected to leave the Agency during FY 1973-1976 and identify candidates GS-13 and above as potential replacements (ordinarily two or more prospects). To the extent practicable each career service to evaluate the positions GS-15 and above that will become vacant during FY 1973-1976 and to focus on the principal characteristics or requirements essential to effectiveness in each of these positions identified. Some of the career services may be required to estimate turnover and the need for replacements in one or more of the Grades GS-15 and above by total numbers, rather than by individual vacancies in such grades.	By end of December 1972.

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Products

Procedures

Suggested Scheduling

Each career service to evaluate personal developmental needs of each EXEC candidate, taking into consideration (1) the special requirements of the position or positions concerned when applicable and (2) the desired developmental improvements or experiences specifically applicable to the individual concerned.

By end of December 1972.

[Within the Directorates of Plans and Science and Technology, the components may be called upon to do the initial work mentioned in the two paragraphs above.]

Each career service to forward EXEC Roster and EXEC Executive Developmental Requirements List to Deputy Director concerned.

By mid-January 1973

Each Deputy Director to review materials with Heads of Career Services concerned.

By end of February 1973.

Each Deputy to forward Directorate Executive Development Program to ExDir-Compt. (with Deputy's comments).

By end of March 1973.

ExDir-Compt. to meet separately with each Deputy on his Executive Development Program.

By end of April 1973

ExDir-Compt. to meet with Deputies as members of EMRB in discussion of Agency Executive Development Program.

By end of May 1973.

Process II. Personal Development of Employees in Grades GS-11 through GS-14

Products

Procedures

Estimated Upward Movement in Grades GS-11 through

Each career service to complete review of turnover and cumulative promotional possibilities in

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Products

GS-14; Developmental
Assignments Requirements
List for Personnel GS-11
through GS-14; and Devel-
opmental Training Require-
ments List for Personnel
GS-11 through GS-14

Procedures

Grades GS-11 through GS-14 during FY 1973-1976. Each career service to review the promotional readiness of each individual careerist in Grades GS-11 through GS-14 to advance one or more times during FY 1973-1976. Each career service to compile information on promotional headroom available and promotional headroom needed in Grades GS-11 through GS-14 on PDP Form 3.

Each career service to determine specific prospective assignments, rotations, details, orientations, and other kinds of job experiences within or without the career service that would be helpful, important, or essential in preparing each individual selected by the career service for one or more of these kinds of developmental actions. In specifying such actions for an employee, each career service to concentrate not only on the requirements of probable future assignments for the individual affected but also individual experience gaps. Each career service to summarize information on PDP Form 4.

Each career service to identify and schedule, to the extent feasible, specific training experiences, both within and without career service, for each individual selected by the career service to receive training for developmental purposes. Each career service to summarize information on PDP Form 5.

Each career service to forward narrative report to Deputy concerned on overall findings, problems and planned corrective actions, resulting from this process. (Not necessary to forward the details of assignment and training experiences planned for each individual.) Deputy Directors to discuss plans with Career Service or Office Heads. Career Service or Office Heads to provide both Developmental Requirements Lists to D/Pers and Developmental Training Requirements List to D/TR.

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PDP Form 1

- A/ First, show for FY 1973 all expected vacancies in GS-17 through GS-15 resulting from officer separations (in descending grade order); then present information for years FY 1974-FY 1976 in same way.
- B/ Annual vacancies in positions GS-15 and above during FY 1973-FY 1976 will arise from the departure of senior officers during the same time periods. Their names should be attached to this form. Whenever known and appropriate, the job or jobs that would be vacated each year by the separation of an officer GS-15 through GS-17 should be shown. In some career services it may be necessary to show the names of the officers who are expected to be replaced by line-item groups at the GS-16 and GS-15 levels.

The replacement of a retiree by an employee of a lower grade usually creates a wave of vacancies in the grade structure below. This should be kept in mind in plotting vacancies at the GS-17, GS-16 and GS-15 levels, which are a composite of vacancies within these grades and vacancies above them.

- C/ It is suggested that two or more candidates should ordinarily be identified from among employees GS-13 and above for each identified job vacancy. (Twice as many candidates as the total number of estimated vacancies per organizational or functional group should ordinarily be identified when this method of estimating is used in lieu of identifying vacancies by position title.)

Prospects may be designated from outside the career service. The same employee may appear as a candidate for more than one vacancy expected to occur during FY 1973-FY 1976. (The testing, coaching, observing, and developing of such employees should take into account the requirements of the position or the organizational or functional grouping for which they have been designated as prospective replacements.)

- D/ If a prospective candidate is scheduled to retire within two years from the date he would incur the expected vacancy or is being considered to fill a vacancy for a period of two or less years, attach to this table an explanation why he is a candidate (e.g., level of qualifications or future utilization and development). Likewise, attach a similar explanation in the event an employee outside the career service is designated as a prospective replacement.
- D/ The Head of the Career Service is asked to evaluate the advancement potential of each candidate appearing in this Roster and to insert the appropriate number in this column: 1 - one grade; 2 - two grades; or 3 - over two grades.

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PDP Form 3

Date _____

Career Service

Estimated Upper Movement in Grades GS-11 through GS-14
Fiscal Years FY 1973 - FY 1976

GRADE	FY 1973			FY 1974			FY 1975			FY 1976		
	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)
GS-14												
GS-13												
GS-12												
GS-11												

Explanations:

Estimated promotion headroom within each grade in FY 1973 consists of (1) current estimated CSGA spaces (plus or minus) in that grade and (2) cumulative turnover in that grade during the balance of FY 1973 (i.e., estimated turnover within the grade plus the total of estimated turnover in all grades above that grade). Promotion headroom in FY 1974-FY 1976 consists of cumulative turnover in each grade as defined in (2) above. Although estimated promotion headroom is largely a function of turnover, it should be recalled that an excess of reassignments-out in relation to reassignments-in at a given grade level will increase promotion headroom, and vice versa. Accordingly, an adjustment should be made as applicable in the estimated promotion headroom at each grade (a plus figure if RO's exceed RI's and a minus figure if RI's exceed RO's).

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Explanations (Cont.)

The estimated annual promotion headroom needed within a career service in each grade is the total number of careerists expected to become ready for promotion to that grade within a given year. Promotion headroom needed each year within a given grade is determined by the career board or panel evaluating the potential, developmental needs and "promotional readiness" of each individual careerist in the grade below and totaling those determined to be ready for promotion. The number ready for promotion to a given grade is a qualitative judgment of the career board without regard to the level or past promotions or the estimated capacity of the career service to make promotions to that grade. The career board or panel may take into account the time-in-grade each careerist has already served and whether he is expected to move up on a fast track time-in-grade, an average track time-in-grade, a slow track time-in-grade, or not at all. Prior to plotting the promotability of each individual careerist one or more times during the next four years, the career board or panel could establish separate TIG norms for fast, average and slow tracks and decide what standards, criteria, documentation and review procedures it will follow in looking at the promotional readiness of each careerist.

In estimating the volume of promotion headroom needed within each grade for each Fiscal Year, consideration should be given to the number of new employees who will probably be entered-on-duty during FY 1973-FY 1976 and thereafter promoted one or more times to the Grades GS-11 and above.

(NOTE: Separate forms are used in planning and implementing the Personnel Development Program for filling future vacancies in positions GS-15 and above during the next four years and for identifying personnel GS-13 and above who are qualified prospects for future assignment to such positions and interim executive development.)

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Career Service

PDP Form 4

Date _____

LIST OF DEVELOPMENTAL ASSIGNMENTS AND JOB EXPERIENCES FOR PERSONNEL IN GRADES GS-11 THROUGH GS-14

NAME	GRADE	COMPONENT	KIND AND PURPOSE OF DEVELOPMENTAL ASSIGNMENT OR JOB EXPERIENCE <i>A/</i>	DATE(S) OF ACTION	LEVEL OF PRIORITY <i>B/</i>

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PDP Form 4

A/ Could encompass brief or long periods: series of briefings, details of several months, orientations of a few weeks, two-year tours, etc.

B/ Indicate the level of priority for each entry using these symbols:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

NOTE: This List is confined to individual developmental assignment needs, as perceived by a career service. Similarly, PDP Form 5 is a list of individual developmental training needs, as perceived by a career service. (They do not duplicate entries in PDP Form 2; i.e., executive developmental assignments or training planned for officers in the Grades GS-13 or above with recognized executive potential.) Forms 4 and 5 are not to be construed as all-inclusive lists of assignments and training to be given to individual employees, either upon their request or upon the initiation of a career service or component. These Forms are compilations of developmental actions that are decided upon by career service boards or panels following a review of the specific developmental needs of each careerist judged to have some potential to advance. It should be recognized that these developmental requirements of the career services should supplement, rather than be in lieu of, all other training and assignment planning and decisions administratively determined on a continuing basis.

Each career service is expected to inform all of its careerists, in a method of its own choosing, that it will annually evaluate and determine the personal assignment and training needs of selected employees in the Grades GS-11 through GS-14 as a part of the Agency-wide Personnel Development Program. Whatever form of communication is used by a career service, it should invite individual careerists to submit their personal developmental interests and aspirations and to seek if desired an interview with their Career Management Officer or other officer designated by the Head of the Career Service. The communication should stress, however, that specific developmental actions in individual cases will primarily depend upon an assessment by the career board or panel of an employee's potential, background, strengths, weaknesses, experience gaps, and possible or probable future utilization.

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DEVELOPMENTAL TRAINING LIST FOR PERSONNEL IN GRADES GS-11 THROUGH GS-14

NAME	GRADE	COMPONENT	NATURE OF TRAINING (CONSIDER TRAINING INSIDE CAREER SERVICE, OTR, OUTSIDE AGENCY, ETC.)	DATE(S) OF ACTION(S)	LEVEL OF PRIORITY A/

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A/ Indicate level of priority for each proposed action:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

NOTE: See the Note attached to PDP Form 4.

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